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AUTHOR Bailey, John E., III; Ellis, David B.
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ABSTRACT

An instrument was developed to measure the factors that parents perceive as affecting their ability to raise their child and the competencies that parents desire for their children to have by age six. This instrument was administered to two samples. The information derived from these samples indicate that this instrument would be useful in a group setting. Reliability and validity are not sufficiently established; indications existed that they were adequate. The instruments used in the study are included in the appendices. (Author/DEP)

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DEVELOPMENT OF AN INSTRUMENT TO MEASURE EDUCATIONAL SITUATIONAL VARIABLES AND PRESCHOOL COMPETENCIES DESIRED BY PARENTS.

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John E. Bailey, III
and
David B. Ellis

January 25, 1974
NOVA UNIVERSITY
Ft. Lauderdale, Florida

TM 004 679

Abstract

An instrument was developed to measure the factors that parents perceive as affecting their ability to raise their child and the competencies that parents desire for their children to have by age six. This instrument was administered to two samples. The information derived from these samples indicate that this instrument would be useful in a group setting. Reliability and validity are not sufficiently established, indications existed that they were adequate.

Introduction

This paper explains the rationale for and the development of a questionnaire whose primary purpose is to survey the educational attitudes of preschool parents. This questionnaire is an attempt to satisfy a need for a short, large-sample distribution survey which can be directed at many different socio-economic segments of the population. The final evaluation of its effectiveness of course cannot be judged until it has been used effectively in many different situations and has provided useful information. However, there are many ways in which it can be evaluated in its developmental process and these are explained in this paper.

Purpose of Questionnaire

This questionnaire is being designed to provide information for two basic areas. It is to be used to provide input into an educational needs analysis model and it can also be used to classify portions of the population for purposes of research in early childhood.

In order to determine what information is needed to improve the ongoing process of educational needs analysis, a review of the literature was done in this area. When looking at the methods being used and the nature of the models that are proposed, a distinction between two different types of needs assessment can and should be made. A need as we would like to define it is the difference between that which is desired and that which is available. In this context and educational need can be

thought of as that which is necessary to bridge the gap between the present educational situation and resources and the desired educational goals and objectives.

The distinction between the different assessment types can be made by examining the two different ways an educational need can be determined. 1) The people in the educational population of interest can be asked directly what they feel are the educational needs of the community, or 2) The desired state (educational objectives) and the present state (educational resources) can be arrived at and then a comparison can be made by the assessors. This distinction is not trivial. In the first case the responsibility of comparing educational objectives with resources at hand is the responsibility of each member of the sampled population, where in the second instance this responsibility is left to the educational needs assessor. The difference lies in the interpretation and use of the results.

When using the first method of needs assessment there are two major problems in interpreting what is implied when the members of the population agree upon a need. First, the assumption is made that the members of the population are aware of all of the educational resources. This is certainly not always the case. Second, there is a problem that is separate from the first but which is compounded by it and that is that different goals and priorities in conjunction with perceived resources can produce the same needs. Although it can be argued that a need should be satisfied no matter what the objective there is much information that is lost in this type of sampling and

it is possible that the need may not show at all.

The model that we would like to endorse is the second model which will examine the objectives of an educational system and the resources of the system before determining how to fill the gap between the two. There are actually three steps in the incorporation of this model which include: 1) outlining the educational goals and objectives of the educational system, 2) defining the current education processes and resources, and 3) comparing the desired goals and the actual practices of the system to determine the needs. In this model steps 1 and 2 can occur concurrently but both must precede the third step. The questionaire that we are developing is attempting to provide information for these first two steps.

There have been some attempts to define the educational product desired (Nevada State Department, 1970), (Beverly Hills Unified School District, 1972). There have also been studies dealing with the attitudes of the educational consumer (Lang et al., 1968), (Jennings, 1966), but there has been little done in the way of combining these two types of studies and looking at what are necessary competencies or educational objectives as viewed by the educational consumer. There is a need for establishing the educational priorities and resources of the educational consumer.

> Despite the growing emphasis on client involvement in agency decision making, there have been relatively few systematic investigations of the attitudes, expectations and perceptions of client groups. (Hardler and Fredherd, 1971)

Stake and Gooler (1971) put it another way when they write:

> It is apparent . . . that there is a need for ways of expressing what people want schools to be doing. <u>We do have priorities, what we fail to have are ways of representing them</u>.

This lack of sampling the educational consumers seems to be particularly acute in the area of early childhood education where the needs assessment in general also has not been as extensive as in the other educational areas. (Allen, 1973). For this education system which contains students of ages one to five, we will consider the educational consumer to be the parents since a consumer is typically the person who is responsible for purchasing the product and not necessarily the direct recipient of the service. In this educational setting this is certainly the case. The need for being responsive to the educational desires of this group is also strongly supported.

> More research into differences in preferences among population groups into the details of these preferences would seem necessary in order to tailor the expanded day care services to individual communities. (Frost and Schreider, 1971)

In addition to contributing to the general area of educational needs assessment, this questionaire will also contribute to the research area of early childhood education.

Recent studies (White, 1973), (Gordon, 1973), (Radin, 1970), and (Ainsworth, 1971) have indicated the importance of parent-child interaction on the development of competence. White (1973) said:

> The mother's direct and indirect action with regard to her one- to three-year-old child, especially during the second year of life, are the most powerful formative factors in the development of a preschool child. Further we would guess that if a mother does a fine job in the pre-school years, subsequent educators such as teachers will find their chances for effectiveness maximized. Finally we would expect that much of the basic quality of the entire life of an individual is determined by the mother's action during these two years (pg 242).

As White points out and as the other studies support, parental activities during this period are crucially important.

However, due to the newness of these findings there is very little information available as to the parental attitudes and to the variables affecting parents during this period. In the studies sited above, the information generated about the parents involved is based on small and reasonably select samples, which are generally drawn from a population connected in some way with on-going educational research efforts.

There is a clear requirement for investigation of the factors that affect parental behaviors relevant to development of children during early childhood. Specifically this information is required for reasonably large samples of individuals that are representative of large population groups.

The questionaire is basically broken up into two sections. The first section will be used to help define the situational variables concerned with the parents ability to educate their children and the other part will determine what competencies and skills parents want of their children.

We view a measure of situational variables as a method to help fulfill the educational needs assessment requirement for analysing the programs that would fill existing defecits in the parents' ability to educate their child. In addition a measure of situational variables would be useful in examining parents collective and individual effect on development during early childhood as well as providing a measure by which that effect could be controlled for or assessed in studies examining other variables.

A measure of outcomes parents desire would provide input to any attempt to formulate terminal objectives for programs that are being considered for implementation within a community. Far too often parental attitudes and desires have been considered only when a program already is in trouble rather than during the design stage. This same measure allows the researcher to assess the impact of differing parental preferences on the development of the child as well as being able to control for any differences that are found.

General Considerations

The specific aim was to develop an instrument to determine and describe parental perceptions of the situational variables that affect them and the competencies that they believe are important to their child's behavior at age six. This data is expected to be used for educational needs analysis and educational research. For educational needs analysis the data is to be used to determine within which area programs are required as well as to determine which competencies parents consider important. For research purposes, the instrument is intended to be able to isolate groups of similar parents.

To meet the requirements set by the purpose of the instrument, it had to meet several criteria. In order to be useful for educational needs analysis, it was determined that the instrument had to be capable of being mailed. Use of the mails, in turn, required that the instrument be short enough to encourage the recipients to complete and return it. Additionally it had to be simple enough in both language and format to insure unassisted completion. This last requirement tied into the need to make the instrument useable across a wide range of social, economic, and racial groups. This added to the need to keep both language and format easy.

Four possible formats were considered. The format choosen had two sections. Section I was the situational variables. The situational variables were looked at for

both importance and valence. For both importance and valence, the respondent was asked to rank order the variables as well as to scale them on a seven point Likert type scale. Section II was the competencies. It consisted of the categories of competencies which the respondents were asked to rank order as well as an extensive list of competencies which the respondents scaled on a five point scale. The pilot study indicated that the format of Section I was to complicated and that the scale was insufficiently operationalized. The final version dropped the rank ordering for Section I, retaining only the Likert type scale. This scale was reduced to a five point scale and each point was labeled. A part was added to Section II wherein the respondent could choose which agency that he felt was primarily responsible for the development of the various categories of competencies. This part was multiple choice.

Definition of Content

Situational variables were defined as any resource, task skill, or agency which parents perceived as affecting their ability to secure their desired competencies in their children. Competencies were defined as behaviors, broadly or narrowly defined, of the child at age six.

The determining of the exact items that fall into each of these categories was a difficult task. A literature search was conducted; however, few studies were found which were directed specifically at either of these areas. Material available suggested some individual situational

variables and competencies which were important in specific conditions and studies. Lacking an investigation which would provide a complete list, a free response questionaire (See Appendix 1) was developed and administered to a group of 13 persons. This group consisted primarily of middle to upper middle class parents of pre-school children. Some lower SES persons were included as well as some persons not having pre-school children. Combining the responses on the questionaire with the information from the available studies a list of situational variables and competencies was developed. This list was included in the pilot version. This list was also reviewed by a PhD level expert in Early Childhood Education. Based on the information from all these sources, the list for the final version was prepared.

Item Development

Individual items were relatively uncomplicated. Items in Section I were simply the name assigned to the situational variable plus a brief explanation, where appropriate. The categories of competencies in part 1 of Section II consisted again of the name of the category plus two or three illustrations of the competency. Part 2 of Section II, the list of competencies, consisted of brief descriptions of the individual competencies. These descriptions ranged from one word to a short phrase.

These items were tested in the pilot study. Several individual items were changed slightly in response to misunderstandings among the participants. In addition the

illustrative competencies in part 1 of Section II were changed. These illustrations had been worded in a mixture of positive and neutral wordings. They were made to be uniformly positive. Finally certain categories in Section I were broken up into their individual components. Several respondents felt that the components were distinct, and they had different feelings toward the individual items. In addition, the items were reviewed by a PhD level expert in research methodology.

Additional Information Requested

Since the instrument was designed to go to a large number of people across many groups, additional information was requested to aid in the identification of those groups. Respondents were asked to provide demographic information on their income, race, education, marital status, and number of children.

In addition to isolate the particular respondents most relevant to the aims of this instrument, they were asked to tell how many children six or under that they have; and whether any of those children are attending a day care center or preschool. All questions were included in the pilot version and revised in accordance with its results.

A cover letter which explained the project was included. Directions for the instrument were provided. Each of these were revised based on information from the pilot study. Additionally an offer of information gained from

the study was made to each respondent. The total instrument consisted of the cover letter, the instructions, the questions, the personal information, and the offer of results, for a total of 10 pages. This package is Appendix 3.

Sampling

To date there have been three diffenent population samples involved in the development of the questionaire. The first sample was used to generate content valid items for the questionaire. This sample has already been discussed. The second and third samples were used to pilot the first and second versions of the instrument.

The second sample consisted of 11 women from a white upper-middle class neighborhood. Most of the women had worked at one time but were now spending most of their time with their pre-school children. As a group their education level was above average and some had had teaching experience. The purpose of administering the questionaire to this group was not to get any preliminary data but rather to solicit comments as to the construction of the questionaire and the appropriateness of the items. This was a very vocal group and had many good suggestions concerning the instrument.

A revised version of the questionaire was administered to the third sample which consisted of a class of 20 masters students at Nova University. Of these students, 1/3 were parents of pre-school children, 1/3 were parents of older children, and 1/3 had no children. They surprisingly enough represented a diverse economic range. Again, the purpose of this distribution was to provide feedback as to the construction of the questionaire and the appropriateness of the items.

Future samples will include groups which are more stratified as to socio-economic status. Immediate plans call for distribution to parents of children in a local preschool. They will approximate a much more representative sample of the population of interest

which is all parents of preschool children.

Data Analysis

Other than very obvious trends in the data, the only thing of interest from the numbers collected is the variability of responses on the likert scales and the reliability of the different reliability measures which were built into the instrument. On verson one of the questionaire it was found that the likert responses were clustered at the positive end of the scale. Refer to Table 1.

Insert Table 1 about here

This problem of unequal distribution was somewhat remedied on the second version of the questionaire after the likert scales were changed and somewhat operationalized. Refer to Table 2.

Insert Table 2 about here

As was mentioned, in addition to getting a very general idea as to how people would respond to the questionaire, the first two administrations of the instrument were used to check internal reliability. Section I in the first version of the instrument used a combination rank and then rating (Likert) scale. Refer to instrument in the appendix. This method was dropped in the second version of the instrument because it was confusing to some people and it was time consuming. The correlation between the average rank and the average rating was to be used as a measure

of internal reliability, but this correlation was low which we attribute to the problems in filling out the form. However, the rankings were the same at the upper and lower ends of the rank, and this was felt to be meaningful given the small sample size and the confusion with instructions.

For the second version of the questionaire two different forms of a measure of internal reliability were built into the section which deals with the competencies parents might want from their preschool children. This reliability measure was the repetition of items to see if responses were similar.

One method of utilizing this reliability measure was to repeat word for word a competency that was already given. This was done for two of the items. Another variation of this was to slightly reword a previously given competency but retain the same meaning. This was done for three competencies. Similarity of responding was determined by getting an average rating for each of the competencies and comparing them. The data is given in Table 3. As can be seen the average response is very close in both cases. For similarly worded items the maximum difference was .2 and for items worded the same the difference was only .1.

Insert Table 3 about here

Validity

At this point other than face validity, which can be checked by referring to the instruments in the appendix, the only relevant validity measure which can be discussed at this time is content

validity. The content validity was obtained when selecting the items for the questionaire. This was done by 1) looking through the literature in early childhood research to select items, 2) interviewing parents to determine items, and 3) having people who are involved in the field of early childhood education review the items. Also the items in the competency section were sorted as to category to eliminate any overloading of an area.

Future measures of validity will include 1) telephone checks of people in the samples to determine how they interpreted certain items on the questionaire, and 2) checks for criterion validity by looking at convergence of our results with similar information collected in a much more laborious manner.

Conclusions

The instrument developed in this study requires additional development work before it can be used confidently for the purpose that it was designed to serve. Most importantly it requires a large scale reliability test. Reliability should be determined through a test-retest application over a sample containing elements of the desired target population. In addition it must be tested in its role as a mail survey. It requires this in order to determine the expected rate of returned questionaires which are invalidated due to respondent error as well as the overall rate of return. If satisfactory results are obtained in both of these tests, then the instrument can be said to be useful in meeting its objectives.

In its current form the instrument can be useful in situations where the user can assemble his sample or population of interest in groups for administration. In this situation the user can answer questions and has his presence to motivate people to complete the questionaire. The instrument can provide useful information about the perception parents have of a wide range of issues in early childhood education. It can provide parental perceptions of the helpfulness and improvements needed in most of the important factors that affect their ability to raise their child. It can also indicate which competencies parents are concerned that their children possess by six years of age. Within the overall competencies it can distinguish which broad groups of competencies are important; what agency

is perceived as being most responsible for their development; and within the broad groupings which individual competencies are judged to be important.

This type of information is likely to useful to a wide range of people involved in early childhood education. Educational administrators can use this type of information to look at how successfully they are meeting the wants of the preschool child's parents. Additionally it provides them with ideas as to what parents perceive as being the school's responsiblity. it gives fairly precise ideas as to what items parents wish to have given emphasis. Both of these elements lend themselves to a curriculum planning that is more responsive. On a broader scope this instrument provides guidance to the planner that must look beyond the schools to the educational needs of the whole community. In this area, the instrument can provide guidance as to the effectiveness of the various elements of the community that support child raising. The information provided can indicate groups for which particular elements are not providing adequate support. More importantly it can point to needs which fall between the responsiblities of the existing agencies and programs. Finally this instrument can provide additional information to educational researchers who are exploring the parent's role in child development. While the instruments's reliability and validity are insufficiently established to make it the basis of a study, it can provide information to help lower the amount of variance that is attributable to error.

Further research is indicated in two directions. The first

is to administer the instrument to large and diverse groups of people. From these administrations norming data could be developed which would allow comparisisons of individual findings to a broadly based sample. Additionally factor analytic studies could be conducted with the data from these same administrations allowing for the distinguishing of groups of parents who have similar response patterns. The second direction for further research is in the area of Educational Needs Analysis. Careful work needs to be done to establish what implications can be drawn from the data provided. Specifically it is important to have information indicating to what degree SES is a factor in response rate and if some corrective weighting of the results is necessary.

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TABLE 1

Response Variability - Version 1

Section I - number of responses

	1	2	3	4	5	6	7
Part 1	39	21	20	20	10	4	5
Part 2	32	25	23	11	3	1	1

Section II - number of responses

	1	2	3	4	5
Part 1	182	143	108	48	1

TABLE 2

Response Variability - Version 2

Section I - number of responses

	1	2	3	4	5
Part 1	153	108	114	55	6
Part 2	24	123	147	81	17

Section II - number of responses

	1	2	3	4	5
Part 1	305	632	134	17	2

TABLE 3

Similarity of Repeated Items

Similar item	First Presentation	Second Presentation
1	2.0	2.2
2	1.7	1.6
3	1.7	1.8
Same item		
1	1.6	1.7
2	1.8	118

APPENDIX 1

Interviewer _____

Interviewed _____

Statement of Purpose:

We are graduate students at Nova University in Fort Lauderdale. We are studying things that affect you as a parent in trying to raise your child in the years between birth and six years old. We are also studying the types of things parents would like to see their children doing before they become six. Many people in the past have wasted lots of time by assuming that they knew what was going on instead of asking the real experts, people like yourself. We would appreciate it if you could help us avoid a similar error by answering a few questions for us.

Forces--Situational Constraints--Natural Contingencies:

The first thing that we would like you to do is to name some of the things that affect your ability to raise your child. We are interested in things that both help and hinder you. Would you please name five or more things that you think are important?

(If not understood, ask to name one thing that might fit and then confirm or deny. If unable or unwilling, name (1) spouse, (2) neighbors, (3) educational materials.)

Here aresome additional items. Please check up to ten that you consider very important, either as helping or hindering. Please read through them once before checking any. Only check as many as you think are important.

_____ Books available (For instance Dr. Spock)

_____ Television

_____ Outside play space available

_____ Space available in the house

_____ Your child

_____ Social commitments

_____ Your duties in the home

_____ Job outside the home

_____ Available toys

_____ Your own knowledge of child raising

_____ Doctor and dentist

_____ Day care center

_____ Courses you have taken outside school

_____ Child development center

_____ Church

_____ School system

_____ Any other specialized helping agency. Name_____

_____ Friends

_____ Child's grandparents

_____ Child's aunts and uncles

_____ Other relatives

_____ Neighbors

_____ Spouse

_____ Child's brothers /sisters

_____ Income

_____ Neighborhood

_____ Race

(Continued on following page)

____ Crime rate

____ City

____ Parent groups

____ Your health

____ Other parents

____ Feeling about children in general

____ My own personality

____ Happy home

____ Child genetic make-up

____ Child's personality

Outcomes:

In addition to the things that affect your ability to raise your child, we are interested in studying what you would like your child to be like when he reaches six. We would like you to think about both skills you would like him to have as well as what type of personality characteristics. Could you please name five or more of these things that oyu think are important. We are more interested in what you think are very important, in other words, things which would disturb you if your child could not do them by age six.

(If not certain, ask to name one or two and then confirm or deny. If will not, name (1) able to write name, (2) plays baseball.)

Here are some additional items. Please check the ones that you think that it is very important that your child can do these things by age six. Read through them before checking any. Only check as many as you think are important.

_____ Knows letters

_____ Can read along with adult

_____ Able to read easy books

_____ Can dress self without aid

_____ Plays well with other children

_____ Knows numbers

_____ Able to add and subtract

_____ Able to color well

_____ Able to write letters

_____ Able to write name

_____ Able to write easy words

_____ Able to write words that can read

_____ Able to imitate

_____ Able to "act"

_____ Able to play some sports

_____ Play musical instrument

_____ Able to swim

_____ Talks easily with friend

_____ Talks easily with adult outside family

_____ Can play alone

_____ Does not demand too much adult time

_____ Does not fight with siblings/friends

_____ Can solve simple problem by self

_____ Can dance

(Continued on the following page)

____ Good social skills

____ Ride bicycle

____ Feed self

____ Dress self

____ Tie shoes

____ Large vocabulary

____ Toilet trained

____ Helps parents with chores

____ Good self-image

____ Responsible

____ Kind

____ Fair

____ Respectful of feelings of others

____ Honest

APPENDIX 2

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

Dear Parent:

Recent Educational Research has shown clearly that the period between birth and six years of age is extremely important in the growth and development of children. In recent years massive Federal educational and research programs have spent millions of dollars teaching and studying children.

The result of this effort has been the unremarkable conclusion that you as parents are still the overwhelmingly important element in your child's development. Despite this fact no scientific study has asked parents what it is that affects their ability to raise their children or what they want their children to learn and how they want their children to act. We are working on the development of a questionaire that could be used throughout the country to ask parents these questions.

You as parents are the most important part of this work since it is only you who know what you want for your child's education. Your time spent in filling out this questionaire would be sincerely appreciated. The answers to these questions will be used to determine what parents want and need before programs are designed, buildings constructed and other great amounts of our tax money spent on programs that do not meet you and your child's needs.

Many Thanks,

John E. Bailey III
Project Coordinator

PERSONAL INFORMATION

In order to analyze the responses to this questionaire most effectively, some general information about you is necessary. This information is not absolutely necessary so feel free to skip any item that you want to.

Please circle the correct answer.

Income

a) $3000 or below b) $3001 to 9000 c) $9001 to 15,000

e) $15,001 or above

Race

a) White b) Black c) Other

Education

a) 11 years or less b) 12-15 years c) 16+ years

Number of Children

a) 0 b) 1 c) 2-4 d) 5 and over

Marital Status

a) Married b) Husband/Wife dead or divorced c) Unmarried

Schools Available

a) 6 year old only b) 5-6 year olds c) 4-6 year olds

e) 3-6 year olds f) 2-6 year olds g) all ages

QUESTIONAIRE

This questionaire is constructed in two parts. The first part asks you to rank what effect several things have on your ability to raise your child both in importance and in terms of whether they help you or hinder you. The second section asks you to judge whether several skills and personality characteristics are important for your child to have by the time they are six years old.

One of the key features of this questionaire is that it asks questions to you about you and your child in terms of the situation as you face it today. Many "experts" have speculated about what "people" want or need and have made large errors in the process. We want you to please answer these questions not in terms of what other people think but in terms of what you know about your life and your child.

SECTION I

This section contains 11 forces or things that may have a significant effect on your ability to raise your child. For instance the first item is school which may provide an important assist to you or may be of no help at all. We are trying to determine for each of these items how much effect they have on your ability to raise your child and whether that effect is positive or negative. There are two parts to this section. The first asks you to judge the importance of these factors in raising your child. The second asks you to judge whether these factors assist you or hinder you.

Part 1

Please rank the items listed below from 1 to 11. 1 represents the item that has the most effect (either positive or negative) on your ability to raise your child and 11 represents the item that has the least effect.

EXAMPLE: You are going to nail a board. Rank the items from 1 to 3 that are most to least important in nailing a board.

__3__ Cup of Coffee

__1__ Hammer

__2__ Interested Neighbor

For these same items please scale the items from 1 to 7 on the scale below. 1 is very important and 7 is not important.

EXAMPLE:	Important						Not Important
Cup of Coffee	1	2	3	4	5	(6)	7
Hammer	1	(2)	3	4	5	6	7
Interested Neighbor	1	2	3	(4)	5	6	7

Part 1: Please write number in blank space.

Part 2: Please circle your choice.

* RANK 1= Most Important 11= Least Important	SCALE	VERY IMPORTANT						NOT IMPORTANT
			SOMEWHAT IMPORTANT					
_____ SCHOOLS-including public and private nurseries, Kindergartens, day care centers, and preschools.		1	2	3	4	5	6	7
_____ FRIENDS AND NEIGHBORS		1	2	3	4	5	6	7
_____ MEDIA-books, toys, TV		1	2	3	4	5	6	7
_____ PLAY AREA-inside house, yard, neighborhood		1	2	3	4	5	6	7
_____ HELPING AGENCIES-doctor, dentist, church, parent groups, any other specialized helping agency		1	2	3	4	5	6	7
_____ TIME AVAILABLE WITH CHILD-including outside job, duties in home, social commitments, health		1	2	3	4	5	6	7
_____ OWN KNOWLEDGE OF CHILD RAISING		1	2	3	4	5	6	7
_____ SPOUSE		1	2	3	4	5	6	7
_____ BROTHERS AND SISTERS-and other children living in the home		1	2	3	4	5	6	7
_____ DEMOGRAPHIC VARIABLES-income, race, etc.		1	2	3	4	5	6	7
_____ YOUR CHILD-personality, genetic inheritance		1	2	3	4	5	6	7

* Enter N/A in any situation that you consider Not Applicable to your life or child.

Part 2

In the same way as in Part 1, please rank the items from 1 to 11. 1 is the item that helps you the most and 11 is the item that helps you the least.

EXAMPLE:

__2__ Cup of Coffee

__1__ Hammer

__3__ Interested Neighbor

Again as above, please scale these items on a scale of 1 to 7 in terms of their helpfulness to you. 1 is very positive and 7 is very negative.

EXAMPLE:	Positive						Negative
Cup of Coffee	1	2	(3)	4	5	6	7
Hammer	(1)	2	3	4	5	6	7
Interested Neighbor	1	2	3	4	(5)	6	7

Part 1: Please write number in blank space.

Part 2: Please circle your choice.

* RANK 1= Most Positive 11= Least Positive	SCALE	VERY POSITIVE						NEUTRAL	VERY NEGATIVE
		1	2	3	4	5	6	7	
_____ SCHOOLS-including public and private nurseries, Kindergartens, day care centers, and preschools.									
_____ FRIENDS AND NEIGHBORS		1	2	3	4	5	6	7	
_____ MEDIA-books, toys, TV		1	2	3	4	5	6	7	
_____ PLAY AREA-inside house, yard, neighborhood		1	2	3	4	5	6	7	
_____ HELPING AGENCIES-doctor, dentist, church, parent groups, any other specialized helping agency		1	2	3	4	5	6	7	
_____ TIME AVAILABLE WITH CHILD-including outside job, duties in home, social commitments, health		1	2	3	4	5	6	7	
_____ OWN KNOWLEDGE OF CHILD RAISING		1	2	3	4	5	6	7	
_____ SPOUSE		1	2	3	4	5	6	7	
_____ BROTHERS AND SISTERS-and other children living in the home		1	2	3	4	5	6	7	
_____ DEMOGRAPHIC VARIABLES-income, race, etc.		1	2	3	4	5	6	7	
_____ YOUR CHILD-personality, genetic inheritance		1	2	3	4	5	6	7	

* Enter N/A in any situation that you consider Not Applicable to your life or child.

SECTION II

This section contains many skills and things that children acquire when they grow up. Many people consider that it is very important that their children can do some of these things by the time that they enter the first grade. They also consider some of these skills to be unnecessary or even harmful at age six. We would like to know how important you feel it is that your child has these skills by the time he is six.

This section of the questionaire is divided into two parts. The first part asks you to consider the importance of some groups of skills. The second part asks questions about specific skills.

Part 1

Please rank the following 5 items. A rank of 1 represents the group of skills which you consider most important for your child to have by age six. A rank of 2 indicates the 2d most important and so on.

EXAMPLE: You are going to nail a board. Rank the following skill categories as to their importance.

__2__ Architecture skills- knowledge of construction

__3__ Social skills- conversational ability and personality

__1__ Physical skills- sight, strength and coordination

Please rank these items.

_____ SOCIAL SKILLS- talks easily with children and adults; expresses him/her self well; plays well with other children; acts appropriately in most social settings.

_____ PHYSICAL SKILLS- can play catch; can swing; engages in some sports.

_____ EMOTIONAL ADJUSTMENT- has a good self-image; is responsible, is respectful of other people's feelings; is happy.

_____ SELF-HELP AND CHORES- keeps self relatively clean; dresses self; picks up room; takes out trash; etc.

_____ ACADEMIC SKILLS- recognizes numbers and letters; does very simple arithmetic; recognizes colors; beginning to read and write.

Part 2

Please rate the following items on a scale from 1 to 7. These items are skills which you may or may not think are important for your child to have by the time he is six years old.

A rating of 1 indicates that you feel it is very important that your child could do this at age six and that you would spend extra time and/or money to help him aquire this skill.

A rating of 2 would tell us that you think it is important that your child be able to do this by age six and you will probably spend some time or money helping him with it.

A rating of 3 indicates that you don't have a strong preference either way. If he does it fine, if he doesn't fine.

A rating of 4 would tell us that you think that this is probably not a skill that you would want your child to have at age six but you wouldn't be too upset.

A rating of 5 indicates that you feel that having this skill at age six would be harmful to your child and you would not like him to do this.

EXAMPLE: You are going to nail a board. Rank the following skills as to their importance.

	VERY IMPORTANT	IMPORTANT	NO STRONG OPINION	NOT NECESSARY	HARMFUL
Able to grasp firmly	(1)	2	3	4	5
Very sensitive hands	1	2	3	(4)	5
Able to detect sounds	1	(2)	3	4	5

Please circle the appropriate number.

	VERY IMPORTANT	IMPORTANT	NO STRONG OPINION	NOT NECESSARY	HARMFUL
Knows letters	1	2	3	4	5
Rides bicycle	1	2	3	4	5
Feeds self	1	2	3	4	5
Obeys parents	1	2	3	4	5
Dresses self	1	2	3	4	5
Reads easy books	1	2	3	4	5
Plays catch	1	2	3	4	5
Good self-image	1	2	3	4	5
Talks easily with friend	1	2	3	4	5
Can play alone	1	2	3	4	5
Recognizes basis colors	1	2	3	4	5
Self motivated	1	2	3	4	5
Knows numbers from 1 to 10	1	2	3	4	5
Able to imitate others	1	2	3	4	5
Able to write name	1	2	3	4	5
Can solve simple problems with out others help	1	2	3	4	5
Expresses basis desires (cold, hungry, thirsty)	1	2	3	4	5
Can dance	1	2	3	4	5
Enjoys learning	1	2	3	4	5
Plays well with other children	1	2	3	4	5
Honest	1	2	3	4	5
Respectful of others feelings	1	2	3	4	5
Able to swim	1	2	3	4	5

Please circle the appropriate number.

	VERY IMPORTANT	IMPORTANT	NO STRONG OPINION	NOT NECESSARY	HARMFUL
Writes easy words	1	2	3	4	5
Can color well	1	2	3	4	5
Fair with others	1	2	3	4	5
Understands space and quantity relationships	1	2	3	4	5
Able to "act"	1	2	3	4	5
Belief in God	1	2	3	4	5
Does not demand too much of adult time	1	2	3	4	5
Self control	1	2	3	4	5
Enjoys learning	1	2	3	4	5
Knows numbers from 1 to 100	1	2	3	4	5
Toilet trained	1	2	3	4	5
Rides tricycle	1	2	3	4	5
Plays musical instrument	1	2	3	4	5
Able to explain sexual functions	1	2	3	4	5
Can add and subtract from 1 to 10	1	2	3	4	5
Reads familar book with adults help	1	2	3	4	5

Please circle the appropriate number.

	VERY IMPORTANT	IMPORTANT	NO STRONG OPINION	NOT NECESSARY	HARMFUL
Able to write all letters	1	2	3	4	5
Keeps room clean	1	2	3	4	5
Happy and cheerful most of the time	1	2	3	4	5
Talks easily with adult outside of family	1	2	3	4	5
Helps parents with simple household chores	1	2	3	4	5
Strong religious beliefs	1	2	3	4	5
Does not fight with siblings or friends	1	2	3	4	5
Better than average working vocabulary	1	2	3	4	5
Better than average social adjustment	1	2	3	4	5
Persistent in most actions	1	2	3	4	5

Thank you very much for your cooperation.

This questionaire is designed to be filled out anonymously. However, we will be compiling the results of this research within the next month and if you would like a summary of the findings please print your name and address below.

All information is strictly confidential.

name _____

address _____

city,state,zip _____

Also, because this questionaire is still in the stages of development, we would like to contact some of you as to your reactions to this survey. If this is all right then please include your telephone number.

telephone _____

APPENDIX 3

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

Dear Parent:

We need your help. In recent years massive Federal educational and research programs have spent millions of dollars teaching and studying children. The result of this effort has been the unremarkable conclusion that you as parents are still the overwhelmingly important elment in your child's development.

This questionaire asks you what you want for your child's education. We sincerely appreciate your time spent filling out this questionaire since you are the only ones who can answer these questions. Your answers will be used to determine what parents want and need before programs are designed, buildings constructed and other great amounts of our tax money spent on programs that do not meet you and your child's needs.

Many Thanks,

John E. Bailey III

John E. Bailey III
Research Director
EDEN Project

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

QUESTIONAIRE

This questionaire is constructed in two sections. The first section asks you to decide what effect several things have on your ability to raise your child. the second section asks you to judge whether several skills and personality characteristics are important for your children to have by the time that they are six years old.

One of the key features of this questionaire is that it asks questions to you about you and your child. Many "experts" have speculated about what "people" want or need and have made large errors in the process. We want you to please answer these questions not in terms of what other people think but in terms of what you know about your life and your child.

SECTION I

This section contains a number of things that may have a significant effect on your ability to raise your child. There are two parts to this section. The first asks you to judge whether these factors help you or hinder you in raising your child. The second part asks you whether any improvements in any of these things are possible.

GENERAL INSTRUCTIONS

For each item please rank it from 1 to 5 as illustrated below.

EXAMPLE: If you were going to nail a board how would you rank the items listed below.

	Helpful				Hindrance
Cup of Coffee	1	2	(3)	4	5
Hammer	(1)	2	3	4	5
Interested Neighbor	1	2	3	(4)	5

PART 1: Help-Hindrance

Please circle your choice.

	VERY HELPFUL	FAIRLY HELPFUL	SOMEWHAT HELPFUL	NEUTRAL	HINDRANCE
YOUR DOCTOR	1	2	3	4	5
YOUR CHURCH	1	2	3	4	5
PARENT GROUPS YOU ARE IN	1	2	3	4	5
ANY OTHER HELPING AGENCY	1	2	3	4	5
BOOKS ON CHILD RAISING.	1	2	3	4	5
YOUR RELATIVES	1	2	3	4	5
YOUR NEIGHBORHOOD	1	2	3	4	5
SCHOOLS- including public and private. nursuries, kindergartens, day care, centers and preschools.	1	2	3	4	5
FRIENDS.	1	2	3	4	5
PLAY AREA-inside house, yard.	1	2	3	4	5
TIME AVAILABLE WITH CHILD.	1	2	3	4	5
OWN KNOWLEDGE AND EXPERIENCE IN CHILD. RAISING	1	2	3	4	5
HUSBAND/WIFE	1	2	3	4	5
BROTHERS AND SISTERS-and other children living in the home	1	2	3	4	5
YOUR CHILD'S PERSONALITY	1	2	3	4	5
YOUR FEELINGS ABOUT CHILDREN.	1	2	3	4	5
CHILDRENS BOOKS	1	2	3	4	5
CHILDRENS TOYS	1	2	3	4	5
CHILDRENS PROGRAMS ON TV	1	2	3	4	5
YOUR CHILD'S GENETIC INHERITANCE	1	2	3	4	5
YOUR INCOME	1	2	3	4	5
YOUR RACE	1	2	3	4	5

PART 2: Improvements Needed

	NEARLY PERFECT- no improvement needed	PRETTY GOOD-small improvements needed	BASICALLY ALRIGHT-some improvements needed	ADEQUATE-big improvements needed	NOT GOOD-needs lots of big improvements
YOUR DOCTOR	1	2	3	4	5
YOUR CHURCH	1	2	3	4	5
PARENT GROUPS YOU ARE IN	1	2	3	4	5
ANY OTHER HELPING AGENCY	1	2	3	4	5
BOOKS ON CHILD RAISING	1	2	3	4	5
YOUR RELATIVES	1	2	3	4	5
YOUR NEIGHBORHOOD	1	2	3	4	5
SCHOOLS- including public and private nursuries, kindergartens, day care, centers and preschools.	1	2	3	4	5
FRIENDS	1	2	3	4	5
PLAY AREA-inside house, yard	1	2	3	4	5
TIME AVAILABLE WITH CHILD	1	2	3	4	5
OWN KNOWLEDGE AND EXPERIENCE IN CHILD RAISING	1	2	3	4	5
HUSBAND/WIFE	1	2	3	4	5
BROTHERS AND SISTERS-and other children living in the home	1	2	3	4	5
YOUR CHILD'S PERSONALITY	1	2	3	4	5
YOUR FEELINGS ABOUT CHILDREN	1	2	3	4	5
CHILDRENS BOOKS	1	2	3	4	5
CHILDRENS TOYS	1	2	3	4	5
CHILDRENS PROGRAMS ON TV	1	2	3	4	5
YOUR CHILD'S GENETIC INHERITANCE	1	2	3	4	5
YOUR INCOME	1	2	3	4	5
YOUR RACE	1	2	3	4	5

SECTION II

This section contains many skills and things that children can do as they are growing up. We would like to know how important you think it is for your child to do these things when he is six.

Part 1

Please rank the following 8 items. A rank of 1 represents the group of skills which you consider most important for your child to have by age six. A rank of 2 indicates the 2nd most important and so on.

_____ SOCIAL SKILLS - talks easily with other children and adults; expresses him / herself well; acts appropriately in most social settings.

_____ PROBLEM SOLVING - solves problems easily; is creative in many situations.

_____ PHYSICAL SKILLS - good coordination; can play games well, has good strength.

_____ EMOTIONAL ADJUSTMENT - has good self-image; plays alone sometimes; happy most of the time.

_____ LANGUAGE SKILLS - talks clearly; has good vocabulary; communicates well.

_____ SELF-HELP - bathes, toilets, and dresses him / herself; helps with simple chores.

_____ ACADEMIC SKILLS - learns easily, does well in school.

_____ MORAL GROWTH - responsible; respectful of others.

Part 2

Who do you think is primarily responsible for helping your child to do these things? Please circle one of the items following each category.

SOCIAL SKILLS. . .	home	school	home and school	other
PROBLEM SOLVING . .	home	school	home and school	other
EMOTIONAL ADJUSTMENT	home	school	home and school	other
LANGUAGE SKILLS . .	home	school	home and school	other
SELF-HELP	home	school	home and school	other
ACADEMIC SKILLS . .	home	school	home and school	other
MORAL GROWTH . . .	home	school	home and school	other

Part 3

Please rate the items in this part on a scale from 1 to 5. The ratings are explained here.

SPECIAL HELP - I would spend extra time and/or money to help my child do this by age six.
NORMAL TRAINING - I would hope that my child could do this as a result of general training by myself or others.
NO STRONG OPINION - I have no strong preference either way. If he does it fine, if he doesn't fine.
PREFER NOT - I would probably not like my child to do this at age six but I wouldn't be too upset.
HARMFUL - I do not want my child to do this and I feel that at age six this is harmful.

Please circle the appropriate number	SPECIAL HELP	NORMAL TRAINING	NO STRONG OPINION	PREFER NOT	HARMFUL
Puts toys away	1	2	3	4	5
Can make self understood	1	2	3	4	5
Better than average coordination and strength	1	2	3	4	5
Develops and explores own interests	1	2	3	4	5
Can make believe	1	2	3	4	5
Obeys Parents most of the time	1	2	3	4	5
Understands basics of sex	1	2	3	4	5
Can write most letters	1	2	3	4	5
Plays well with other children	1	2	3	4	5
Knows numbers from 1 to 10	1	2	3	4	5
Speech is clear.	1	2	3	4	5
Can ride a tricycle	1	2	3	4	5
Able to write name.	1	2	3	4	5
Toilet trained	1	2	3	4	5
Reads easy books	1	2	3	4	5
Belief in God	1	2	3	4	5
Can solve simple problems without others help	1	2	3	4	5

Please circle the appropriate number

	SPECIAL HELP	NORMAL TRAINING	NO STRONG OPINION	PREFER NOT	HARMFUL
Knows letters	1	2	3	4	5
Ties shoes	1	2	3	4	5
Better than average ability to solve problems	1	2	3	4	5
Talks easily with adult outside of the family	1	2	3	4	5
Self motivated	1	2	3	4	5
Able to swim	1	2	3	4	5
Honest	1	2	3	4	5
Can play alone	1	2	3	4	5
Recognizes basic colors	1	2	3	4	5
Demands little of adults time	1	2	3	4	5
Talks easily with a friend	1	2	3	4	5
Plays catch with large ball	1	2	3	4	5
Expresses basic desires (cold, hungry, thirsty)	1	2	3	4	5
Respectful of others feelings	1	2	3	4	5
Can put simple puzzle together	1	2	3	4	5
Feeds self	1	2	3	4	5
Responsible	1	2	3	4	5
Helps mother with simple chores	1	2	3	4	5
Better than average self-image and happiness	1	2	3	4	5
Rides bicycle	1	2	3	4	5
Self control	1	2	3	4	5
Gets along with other children	1	2	3	4	5

Please circle the appropriate number

	SPECIAL HELP	NORMAL TRAINING	NO STRONG OPINION	PREFER NOT	HARMFUL
Better than average social adjustment	1	2	3	4	5
Can use a pencil to draw simple pictures	1	2	3	4	5
Helps parents with simple chores	1	2	3	4	5
Strong religious beliefs.	1	2	3	4	5
Follows simple directions	1	2	3	4	5
Honest.	1	2	3	4	5
Can count to 10	1	2	3	4	5
Listens in a group	1	2	3	4	5
Has fairly good memory	1	2	3	4	5
Happy and cheerful most of the time	1	2	3	4	5
Enjoys learning	1	2	3	4	5
Does not fight with siblings or friends	1	2	3	4	5
Better than average in school	1	2	3	4	5
Strong self-image	1	2	3	4	5
Fair with others	1	2	3	4	5
Can ride a tricycle	1	2	3	4	5
Will sit alone quietly	1	2	3	4	5
Can color well	1	2	3	4	5
Can dance.	1	2	3	4	5
Dresses self with little help	1	2	3	4	5
Can do simple addition and subtraction	1	2	3	4	5
Better than average vocabulary.	1	2	3	4	5
Can be separated from parents	1	2	3	4	5
Better than average in dressing, bathing, etc.	1	2	3	4	5

PERSONAL INFORMATION

Thank you very much for your cooperation. Since this questionaire is being sent to many people, over a large area, we would like general information about you. These answers are needed so that programs can be designed for the groups of people who want them. You can remain anonymous, and in any case all information is confidential.

Please circle your answer.

Income

a) $3,000 or below b) $3,001- 9,000 c) $9,001-15,000

d) $15,001 or above

Race

a) White b) Black c) Other

Education

a) 11 years or less b) 12-15 years c) 16 or more years

Number of Children

a) 0 b) 1 c) 2-4 d) 5-7 e) 8 or above

Number of Children- Six or Under

a) 0 b) 1 c) 2-4 d) 5 or more

Marital Status

a) Married b) Husband/Wife dead or divorced c) Unmarried

Schools Available to Your Children

a) 6 year old only b) 5-6 years olds c) 4-6 year olds

d) 3-6 year olds e) 2-6 year olds f) Infant-6 year olds

Do You Have Any Children Infant-6 Years in a Pre-School or Day Care Center?

a) No b) 1 c) 2 or more

This questionaire is designed to be filled out anonymously. However, we will be compiling the results of this research within the next month and if you would like a summary of the findings please print your name and address below.

All information is strictly confidential.

name _____

address _____

city,state,zip _____

Also, because this questionaire is still in the stages of development, we would like to contact some of you as to your reactions to this survey. If this is all right then please include your telephone number.

telephone _____